



ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5

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SECTION 1: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5 - OVERVIEW

Section 1: Purpose

The purpose of the English Language Development (ELD) Standards Framework and Instructional Guidance documents is to provide clarity in the implementation and integration of the Nevada ELD Standards with Nevada Academic Content Standards and instruction. In addition, they support the application of the Nevada Educator Performance Framework (NEPF) Standards of best practices for English learners and other diverse student populations.

These Nevada ELD Standards documents specify the connection between the WIDA ELD Standards and the content disciplinary practices of Social Studies (SS). The social studies practices (SSP) identified in this document were created by the National Council for the Social Studies. The ELD Standards Instructional Guidance documents conceptualize the Nevada ELD Standards as intertwined with learning the Nevada Academic Content Standards and College and Career Readiness Standards.

Section 1: [Overview Document](#)

Section 2: [Framework for Developing the Language of Social Studies](#)

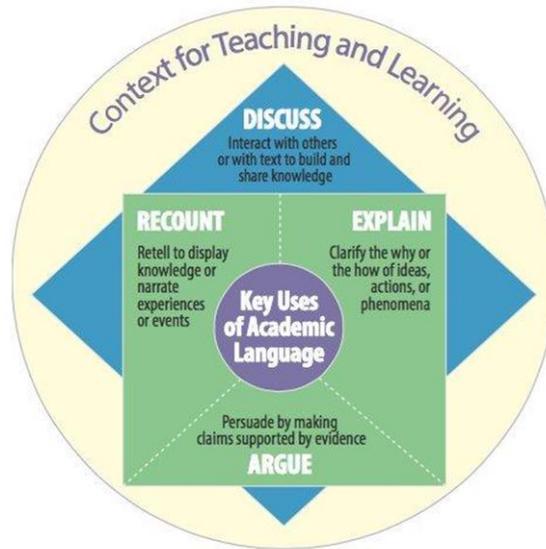
- A. Student Moves: Language Use Expectations
- B. Teacher Moves: Supports for Processing, Producing, and Collaborating in the Language of the Content
- C. Teacher Moves: Supports for Collaborating in the Academic Language

Section 3: [Instructional Guidance: Social Studies Practices](#)

- A. Summary: Content Disciplinary Practices and Example Tasks
- B. Social Studies Disciplinary Practices
 - Practice 1: Constructing compelling questions
 - Practice 2: Creating supporting questions
 - Practice 3: Gathering and evaluating sources
 - Practice 4: Developing claims and using evidence
 - Practice 5: Communicating and critiquing conclusions
 - Practice 6: Taking informed action

Section 1: Key Uses of Academic Language

These purposes, referred to as **Key Uses**, were identified based on reviews of literature and a language analysis of college and career readiness standards:



KEY USES	KEY USES DESCRIPTION
RECOUNT	To display knowledge or narrate experiences or events. Example tasks for the Key Use of Recount include telling or summarizing stories, producing information reports, and sharing past experiences.
EXPLAIN	To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the Key Use of Explain include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.
ARGUE	To persuade by making claims supported by evidence. Example tasks for the Key Use of Argue include stating preferences or opinions and constructing arguments with evidence.
DISCUSS	To interact with others to build meaning and share knowledge. Example tasks for the Key Use of Discuss include participating in small or large group activities and projects.

SECTION 2: ELD FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5

Section 2A: Student Moves: Language Use Expectations

TASK SAMPLES from the *WIDA Can Do Descriptors, Key Uses Edition* show us that toward the end of a given level of English language proficiency, and with instructional support, **English learners can process or produce...**

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Receptive Listening & Reading	<p>With appropriate visual, graphic, interactive, or L1 support, students can...</p> <ul style="list-style-type: none"> • Identify words in context during oral reading of illustrated text on topics • Highlight previewed or familiar or content-related phrases • Classify time-related language in text as present or past • Identify the “who,” “what,” “where,” and “when” in informational text with a partner • Match illustrated words/phrases to causal or sequential language • Sequence sentence strips to show content-area processes from illustrated texts • Identify different types of connectors (e.g. first, next, because, so) • Identify key words and phrases that describe the topic or phenomena/event • Identify key words and phrases of claims • Organize evidence based on sequential language in texts • Differentiate between claims and evidence 	<p>With appropriate visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> • Sequence events in stories or content-related processes • Identify main ideas in informational text • Connect details to main ideas or themes • Identify conclusions in multi-paragraph text • Identify the different words or phrases that are used to describe the same topic or phenomena • Organize information on how or why the event occurred • Match causes with effects • Identify words or phrases to determine the type of explanation (e.g., linear sequence, cycle, system) • Identify evidence from multiple places with text • Identify different perspectives, stances, or points of view • Hypothesize or predict based on evidence • Compare multiple points of view on a topic 	<ul style="list-style-type: none"> • Identify the overall structure, (e.g. chronology) of events, ideas, concepts, or information in oral presentations • Recognize the key historical, scientific or technical language used in a mini-lecture • Identify related information from multiple sources presented orally • Differentiate similarities and differences of information presented through multimedia and written text • Recognize the strength of the quality of evidence presented in oral discourse • Identify the degree of formality in oral presentations • Become familiar with the language of related genres (e.g., news reports, historical accounts) • Summarize information from multiple related sources • Evaluate the strength of evidence as support for claims • Evaluate claims and evidence by drawing from multiple print sources

Section 2A: Student Moves: Language Use Expectations (continued)

TASK SAMPLES from the *WIDA Can Do Descriptors, Key Uses Edition* show us that toward the end of a given level of English language proficiency, and with instructional support, English learners can process or produce...

Language Domains	Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
Productive Speaking & Writing	<p>With appropriate visual, graphic, interactive, or L1 support, students can...</p> <ul style="list-style-type: none"> • State key words and phrases associated with the content using visual or graphic support. • Retell content-related events. • Name components of phenomena/event using illustrations, photographs, or diagrams. • State key words or phrases in processes/events in a sequential order. • State reasons for choices using words or phrases. • Answer yes/no or choice questions across related content. • State opinions based on related facts. • Communicate ideas through drawings and words. • Reproduce a series of events through illustrated text. • List positive and negative effects of events in informational text. • Use key terms related to phenomena/event. • Order linear and cyclical sequences of phenomena/event. 	<p>With appropriate visual, graphic or interactive support, as necessary, students can...</p> <ul style="list-style-type: none"> • Present content-based facts that support position. • Connect the sequential, cyclical, or causal relationships of content-related issues and concepts. • Present detailed information in small groups. • Use key words and phrases reflective of main ideas. • Convey details using concrete words and phrases. • Relate sequence of events using a variety of transitional words, phrases, and clauses. • Synthesize information across related texts. • Connect related ideas or concepts using linking words and phrases. • Answer “how” or “why” questions (e.g., “Why are there three branches of government?”). • Present information on processes or phenomena/event from a variety of sources. • Elaborate topics with facts, definitions, concrete details, or quotations and examples. 	<ul style="list-style-type: none"> • Use technical and specific vocabulary when sharing content information. • Elaborate by adding precision and details to content-related sequence or causal phenomena. • Describe relationships of components within systems. • Support claims with evidence from various sources. • Use claims and evidence to persuade an audience. • Analyze how variables contribute to events or outcomes. • Maintain a formal register. • Counter with a different point of view. • State conclusions based on a summary of information from the various sides. • Produce content-related reports. • Summarize content-related information. • Describe how factors contribute to events or outcomes. • Describe how systems relate or interact. • Present information on processes or events supported by facts and details in essays and reports.

Section 2B: Teacher Moves: Supports for Processing and Producing Language

What general supports can teachers provide to students at different language proficiency levels to process or produce academic language in all language domains? (See the [Go to Strategies Matrix](#), page 19.)

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> • Build background in key language and concepts. • Provide explicit instruction and practice in key social and instructional vocabulary. • Model orally the academic language and specific vocabulary. • Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. • Use physical gestures to accompany oral directives. • Label visuals and objects with target vocabulary. • Introduce cognates to aid comprehension. • Give two step contextualized directions. • Restate/rephrase and use Patterned Oral Language routines. • Preview the text content with pictures, demos, charts, or experiences. • Use K-W-L charts before reading. • Pair students to read one text together. • Preview text with a Picture Walk. • Provide a list of important concepts on a graphic organizer. • Use Shared Reading and/or simplify the text. • Provide a content vocabulary Word Bank with non-linguistic representations. 	<ul style="list-style-type: none"> • Build background in key language and concepts. • Model orally the academic language and specific vocabulary. • Provide explicit instruction and practice for students to construct the language using sentence and discourse starters and visual aids from the text. • Provide a system for students to record and process key academic and content- specific vocabulary. • Check Comprehension of all students frequently. • Use Wait Time. • Require full sentence responses by asking open ended questions. • Use Varied Presentation Formats such as role plays. • Scaffold oral reports with note cards and provide time for prior practice. • Require the use of academic language. • Require oral reporting for summarizing group work. • Pair students to read one text together. • Use K-W-L charts before reading. • Provide a list of important concepts on a graphic organizer. • Provide a content vocabulary Word Bank with non-linguistic representations. • Use Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> • Build background in key language and concepts. • Use complex sentence and discourse starters. • Model orally the academic language and specific vocabulary. • Use Video Observation Guides. • Confirm students’ prior knowledge of content topics. • Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. • Use Reciprocal Teaching to scaffold independent reading. • Extend content vocabulary with multiple examples and non-examples.

Section 2C: Teacher Moves: Supports for Collaborating in the Academic Language

How can teachers provide ongoing opportunities for students to collaborate using academic language?

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> • Engage in pair work (in L1 if possible) to prepare questions for discussion using graphic, interactive, and/or language supports. • Participate in pair/triad/small group discussions using graphic, interactive, and/or language supports (including L1 as appropriate). • Use Clock Buddies. • Use Numbered Heads Together. • Use Think-Pair-Share Squared. • Use key sentence frames for pair interactions. • Participate with Strategic Partners at a higher English proficiency level and/or with same primary language peer(s). • Use a Roving Chart in small group work. • Use Interactive Journals. • Use Think-Write-Pair Share. • Use Cloze sentences with a Word Bank. • Use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. 	<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> • Engage pair work to prepare questions for discussion using graphic, interactive, and/or language supports as needed. • Contribute to pair/triad/small group discussions by supporting with examples, asking clarifying questions, and using graphic, interactive, and/or language supports as needed. • Engage with whole/large group discussions by connecting ideas with supporting details, generating original questions, and using graphic, interactive, and/or language supports as needed. • Use Graphic Organizers or notes to scaffold oral retelling. • Use Think-Pair-Share. • Repeat and expand their responses and other students' responses in a Collaborative Dialogue. • Use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups. 	<p>Prior to reading, writing, and discussion, Teacher prepares collaborative discourse structures for students to...</p> <ul style="list-style-type: none"> • Engage in structured pair work to process. • Inform and formulate thinking, then prepare questions for discussion. • Contribute to pair/triad/small group discussions to share individual ideas and compare with other ideas in the group, using graphic, interactive, and/or language supports as needed. • Engage with whole/large group discussions by generating original questions and/or building on the ideas of others using graphic, interactive, and/or language supports as needed. • Use oral reporting for summarizing group work. • Use dialogue structures (e.g.): My turn/ your turn; Partner A/Partner B; Collaborative groups.

SECTION 3: INSTRUCTIONAL GUIDANCE
for English Language Development in the Content Area of
Social Studies Practices Grades 3-5

SECTION 3: INSTRUCTIONAL GUIDANCE: SOCIAL STUDIES PRACTICES GRADES 3-5

Section 3A: Summary: Content Disciplinary Practices and Example Tasks

Table of example tasks for each practice, with sample proficiency descriptors for each **Key Use of Academic Language**:

Social Studies Practices	Example Tasks	Recount	Explain	Argue	Discuss
1. Construct compelling questions	What is the Real Cost of Bananas?	<ul style="list-style-type: none"> Proficient students can state the compelling questions that involves the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation. 	<ul style="list-style-type: none"> Proficient students can clarify a compelling questions that compares and contrasts the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation. 	<ul style="list-style-type: none"> Proficient students can defend their compelling questions on how culturally, racially, and ethnically diverse people contributed to the advancement of the nation. 	<ul style="list-style-type: none"> Proficient students can participate in collaborative conversations on how to generate compelling questions about the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation.
2. Create supporting questions	What is the Real Cost of Bananas?	<ul style="list-style-type: none"> Proficient students can generate how the supporting questions relate to the compelling question. 	<ul style="list-style-type: none"> Proficient students can describe how the supporting questions address the compelling questions. 	<ul style="list-style-type: none"> Proficient students can clarify how the supporting questions relate to the compelling questions. 	<ul style="list-style-type: none"> Proficient students can participate in collaborative conversations as to how the supporting questions lead to specific knowledge and understanding in support of the compelling questions.
3. Gather and evaluate sources	What is the Real Cost of Bananas?	<ul style="list-style-type: none"> Using grade-appropriate books and other reliable media, proficient students can summarize information that examines the development of political parties in U.S. History. 	<ul style="list-style-type: none"> Using grade-appropriate books and other reliable media, proficient students can summarize information that examines the development of political parties in U.S. History. 	<ul style="list-style-type: none"> Using grade-appropriate books and other reliable media, proficient students can support an argument that examines the development of political parties in U.S. History. 	<ul style="list-style-type: none"> Using grade-appropriate books and other reliable media, proficient students can defend an opinion whether a source is relevant in answering the compelling and supporting questions.

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5

Social Studies Practices	Example Tasks	Recount	Explain	Argue	Discuss
4. Developing claims and using evidence	What is the Real Cost of Bananas?	<ul style="list-style-type: none"> Proficient students can identify evidence that draws information from multiple sources in response to compelling questions. 	<ul style="list-style-type: none"> Proficient students can use evidence to develop claims in response to compelling questions. 	<ul style="list-style-type: none"> Proficient students can critique opposing claims as to why countries trade goods and services with each other. 	<ul style="list-style-type: none"> Proficient students can challenge ideas respectfully on the topic of international trade.
5. Communicate and critique conclusions	What is the Real Cost of Bananas?	<ul style="list-style-type: none"> Proficient students can summarize interpretations about contributions and unique experiences of Nevada’s early inhabitants, natives, and settlers. 	<ul style="list-style-type: none"> Proficient students can elaborate by adding precision and details to the contributions and unique experiences of Nevada’s early inhabitants, natives, and settlers. 	<ul style="list-style-type: none"> Proficient students can counter a different point of view about the contributions and unique experiences of Nevada’s early inhabitants, natives, and settlers. 	<ul style="list-style-type: none"> Proficient students can extend conversations and give clear examples about the contributions and unique experiences of Nevada’s early inhabitants, natives, and settlers.
6. Take informed action	What is the Real Cost of Bananas?	<ul style="list-style-type: none"> Proficient students can retell short content-related events of how rules, laws, and authorities keep people and property safe and secure in Nevada. 	<ul style="list-style-type: none"> Proficient students can connect the sequential, cyclical, or causal relationships of following or not following rules, laws, and authorities. 	<ul style="list-style-type: none"> Proficient students can respond to opinion statements of others with reasons or evidence about the purpose of rules and laws and why they are important. 	<ul style="list-style-type: none"> Using clarifying questions to demonstrate engagement, proficient students can collaboratively develop an inquiry about the rights of others.

Section 3B: Social Studies Disciplinary Practices

Practice 1a: Constructing Compelling Questions – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple sentence or phrase responses to ask and answer compelling questions. ❖ Example: What is the Real Cost of Bananas? (compelling question) Where do bananas come from? (supporting question) Where _____? What are ways _____? • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2; 5.3) 	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates. • Provide key academic vocabulary during the inquiry process. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentence or phrase responses with detail to ask and answer compelling questions. ❖ Example: What is the Real Cost of Bananas? (compelling question) What do corporations in the banana industry contribute to society? (supporting question) What _____? In your opinion, what _____? • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2) 	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer compelling questions. ❖ Example: What is the Real Cost of Bananas? (compelling question) What are working conditions like for children in the banana industry? (supporting question) • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. (NEPF – IP.1.2; 2.1; 2.2; 3.1; 3.2)

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 1b: Constructing Compelling Questions – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate their learning** of language and content in at **different language proficiency levels?** Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Third Grade Students will be able to generate compelling questions to explore movement around the world using simple sentence frames and visual supports.</p> <p>Fourth Grade Students will be able to generate compelling questions to explore the history of Nevada using simple sentence frames and visual supports.</p> <p>Fifth Grade Students will be able to generate compelling questions to explore the creation of the united states using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Third Grade Students will be able to generate compelling questions to explore movement around the world using simple and complex sentence frames.</p> <p>Fourth Grade Students will be able to generate compelling questions to explore the history of Nevada using simple and complex sentence frames.</p> <p>Fifth Grade Students will be able to generate compelling questions to explore the creation of the united states using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Third Grade Students will be able to generate compelling questions to explore movement around the world using supports as needed.</p> <p>Fourth Grade Students will be able to generate compelling questions to explore the history of Nevada using supports as needed.</p> <p>Fifth Grade Students will be able to generate compelling questions to explore the creation of the united states using simple and complex sentence frames as needed. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 2a: Creating Supporting Questions – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct supporting questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates. • Provide key academic vocabulary during the inquiry process • Provide sufficient wait time to allow students to formulate ideas in English. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sentence frames, pictures and gestures for students to develop simple questions and simple sentence or phrase responses to ask and answer questions. ❖ Language frame: I thought _____. ❖ Example: I thought bananas came from a farm. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>NEPF – IP.1.2 ;1.4; 3.2; 3.3; 3.4; 4.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct supporting questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide sufficient wait time to allow students to formulate ideas in English. • Provide sentence frames or question starters for students to develop simple questions and simple to complex sentences or phrase responses with detail to ask and answer questions. ❖ Language frame: Now I know, _____ because in the pie chart and bar graph _____. ❖ Example: Now I know bananas mostly come from Latin America and the Caribbean because in the pie chart and bar graph the information showed the global banana exports. • Provide sufficient wait time to allow students to formulate ideas and questions in English • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>NEPF – IP.1.2 ;1.4; 3.2; 3.3; 3.4; 4.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required to construct compelling questions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide key academic vocabulary during the inquiry process. • Provide language frames or sentence stems for students to develop complex questions, paragraph responses, and elaboration of content to ask and answer questions. ❖ Language frame: I used to think _____, but now I know _____. ❖ Example: I used to think that banana workers were adults, but now I know that children sixteen and older work twelve to fourteen hours a day on banana plantations. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>NEPF – IP.1.2; 1.4; 3.2; 3.3; 3.4; 4.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 2b: Creating Supporting Questions – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate their learning** of language and content in at **different language proficiency levels?** Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p style="text-align: center;">Success Criteria</p> <p>Students will be able to generate and answer supporting questions that help address the compelling questions using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>Students will be able to generate and answer supporting questions that help address the compelling questions using simple and complex sentence frames. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p style="text-align: center;">Success Criteria</p> <p>Students will be able to generate and answer supporting questions that help address the compelling questions using supports as needed. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 3a: Gathering and Evaluating Sources – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide sufficient wait time to allow students to formulate ideas in English. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide language frames, pictures and gestures for students to develop simple sentences or phrase responses. ❖ Example: I thought _____. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative. groups <p>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide language frames or sentence stems for students to develop simple to complex sentences or phrase responses with detail. ❖ Example: I know _____ because in the video/book/picture_____. • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative. groups <p>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide key academic vocabulary during the inquiry process. • Provide language frames or sentence stems for students to develop complex sentences and paragraph responses with details for elaboration of content. ❖ Example: I used to think _____, but now, I know_____. • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative. groups <p>(NEPF –IP.1.2; 2.2; 2.3; 3.3; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 3b: Gathering and Evaluating Sources – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate their learning** of language and content in at **different language proficiency levels?** Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Third Grade</p> <p>Students will be able to determine the credibility of one source by comparing it to another source about the same topic (corroboration) using simple sentence frames and visual supports.</p> <p>Students will be able to identify the difference between primary and secondary sources and explain why both are important to constructing a narrative of the past using simple sentence frames and visual supports.</p> <p>Fourth Grade</p> <p>Students will be able to analyze the differences between primary and secondary sources and use them to construct an argument about the past using simple sentence frames and visual supports.</p> <p>Students will be able to analyze the sourcing and context of sources with corroboration and close reading using simple sentence frames and visual supports.</p>	<p>Success Criteria</p> <p>Third Grade</p> <p>Students will be able to determine the credibility of one source by comparing it to another source about the same topic (corroboration) using simple and complex sentence frames.</p> <p>Students will be able to identify the difference between primary and secondary sources and explain why both are important to constructing a narrative of the past using simple and complex sentence frames.</p> <p>Fourth Grade</p> <p>Students will be able to analyze the differences between primary and secondary sources and use them to construct an argument about the past using simple and complex sentence frames.</p> <p>Students will be able to analyze the sourcing and context of sources with corroboration and close reading using simple and complex sentence frames.</p>	<p>Success Criteria</p> <p>Third Grade</p> <p>Students will be able to determine the credibility of one source by comparing it to another source about the same topic (corroboration) using supports as needed.</p> <p>Students will be able to identify the difference between primary and secondary sources and explain why both are important to constructing a narrative of the past using supports as needed.</p> <p>Fourth Grade</p> <p>Students will be able to analyze the differences between primary and secondary sources and use them to construct an argument about the past using supports as needed.</p> <p>Students will be able to analyze the sourcing and context of sources with corroboration and close reading using supports as needed.</p>

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Success Criteria</p> <p>Fifth Grade</p> <p>Students will be able to determine the credibility of multiple sources by using corroboration and close reading using simple sentence frames and visual supports.</p> <p>Students will be able to gather primary and secondary sources and use them to construct a response to support a compelling question using simple sentence frames and visual supports. (NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>	<p>Success Criteria</p> <p>Fifth Grade</p> <p>Students will be able to determine the credibility of multiple sources by using corroboration and close reading using simple and complex sentence frames.</p> <p>Students will be able to gather primary and secondary sources and use them to construct a response to support a compelling question using simple and complex sentence frames. (NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>	<p>Success Criteria</p> <p>Fifth Grade</p> <p>Students will be able to determine the credibility of multiple sources by using corroboration and close reading using supports as needed.</p> <p>Students will be able to gather primary and secondary sources and use them to construct a response to support a compelling question using supports as needed. (NEPF – IP.1.4; 2.1; 3.3; 4.1; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 4a: Developing Claims and Using Evidence – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates. • Provide key academic vocabulary during the inquiry process. • Provide sufficient wait time to allow students to formulate ideas in English. • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide language frames, pictures and gestures for students to ask and answer simple sentences or phrase responses about key details in a text or inquiry. ❖ Example: I claim that _____. • Use anchor charts to support periodic tracking of group’s collaborative sense-making • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. (NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3) 	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates. • Use text with picture support for students to elaborate on newly acquired knowledge • Provide sufficient wait time to allow students to formulate ideas in English. • Provide language frames or sentence stems using question starters for students to develop simple to complex sentences or phrase responses to ask and answer questions about key details in a text or inquiry. ❖ Example: I claim that _____ because _____. • Provide sufficient wait time to allow students to formulate ideas and questions in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. (NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3) 	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Use text with picture support for students to elaborate on newly acquired knowledge. • Provide key academic vocabulary during the inquiry process. • Provide language frames or sentence stems for students to develop complex sentences and paragraph responses with details to ask and answer questions about key details in a text or inquiry. ❖ Example: Since _____, therefore, I claim that _____. • Provide sufficient wait time to allow students to formulate ideas in English. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. (NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 4.2; 5.3)

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 4b: Developing Claims and Using Evidence – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate their learning** of language and content in at **different language proficiency levels?** Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Third and Fourth Grade</p> <p>Students will be able to cite evidence that supports a response to supporting or compelling questions using simple and complex sentence frames.</p> <p>Students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using simple sentence frames and visual supports.</p> <p>Fifth Grade</p> <p>Students will be able to cite evidence from multiple sources in response to compelling questions using simple sentence frames and visual supports.</p> <p>Using evidence and reasoning skills, students will be able to craft an argument to answer a compelling question using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Third and Fourth Grade</p> <p>Students will be able to cite evidence that supports a response to supporting or compelling questions using simple and complex sentence frames.</p> <p>Students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using simple and complex sentence frames.</p> <p>Fifth Grade</p> <p>Students will be able to cite evidence from multiple sources in response to compelling questions .using simple sentence frames and visual supports.</p> <p>Using evidence and reasoning skills, students will be able to craft an argument to answer a compelling question using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Third and Fourth Grade</p> <p>Students will be able cite evidence that supports a response to supporting or compelling questions using supports as needed.</p> <p>Students will be able to construct responses to compelling questions using reasoning, examples, and relevant details using supports as needed.</p> <p>Fifth Grade</p> <p>Students will be able to cite evidence from multiple sources in response to compelling questions using simple sentence frames and visual supports.</p> <p>Using evidence and reasoning skills, students will be able to craft an argument to answer a compelling question using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 5a: Communicating and Critiquing Conclusions – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required for communicating and critiquing conclusions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Provide language frames, question starters, pictures and gestures for students to develop simple questions and simple sentences or phrase responses about key details in a text or inquiry. ❖ Example: I am confused _____. • Use text with picture support for students to elaborate on newly acquired knowledge. • Use anchor charts to support periodic tracking of group’s collaborative sense-making • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required for communicating and critiquing conclusions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Provide language frames and question starters for students to develop simple and complex sentences or phrase responses about key details in a text or inquiry. ❖ Example: I am confused _____ because _____. • Use text with picture support for students to elaborate on newly acquired knowledge. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required for communicating and critiquing conclusions. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates (words with similar spelling and meaning in different languages). • Provide key academic vocabulary during the inquiry process. • Provide language frames and question starters for students to develop complex questions and paragraph responses about key details in a text or inquiry. ❖ Example: I am confused _____ because _____. I wonder _____. • Use text with picture support for students to elaborate on newly acquired knowledge. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF – IP.1.2; 1.4; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 4.1; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 5b: Communicating and Critiquing Conclusions – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate** their learning of language and content in at **different language proficiency levels**? Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Third Grade</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using simple and complex sentence frames.</p> <p>Students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas, using simple sentence frames and visual supports.</p> <p>Fourth Grade</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports.</p> <p>Students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports.</p>	<p>Success Criteria</p> <p>Third Grade</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using simple and complex sentence frames.</p> <p>Students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas, using simple and complex sentence frames.</p> <p>Fourth Grade</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports.</p> <p>Students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports.</p>	<p>Success Criteria</p> <p>Third Grade</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning, using supports as needed.</p> <p>Students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas, using supports as needed.</p> <p>Fourth Grade</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports as needed.</p> <p>Students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique idea using simple sentence frames and visual supports as needed.</p>

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Success Criteria</p> <p>Fifth Grade</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports.</p> <p>Students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Fifth Grade</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports.</p> <p>Students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>	<p>Success Criteria</p> <p>Fifth Grade</p> <p>Students will be able to construct organized explanations for various audiences and purposes using evidence and reasoning using simple sentence frames and visual supports as needed.</p> <p>Students will be able to participate in a structured academic discussion using evidence and reasoning to share and critique ideas using simple sentence frames and visual supports as needed. (NEPF – IP.1.3; 2.2; 3.4; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 6a: Taking Informed Action – Teacher Moves

Teacher Moves: What supports can teachers provide students at different proficiency levels to use language to interpret or make meaning of the content? Examples:

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required for taking informed action. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates. • Provide key academic vocabulary during the inquiry process. • Provide language frames, question starters, pictures and gestures for students to develop simple questions and simple sentences or phrase responses about key details in a text or investigation. ❖ Example: I believe _____. The solution to this problem is _____. • Use text with picture support for students to elaborate on newly acquired knowledge. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required for taking informed action. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates. • Provide key academic vocabulary during the inquiry process. • Provide language frames and question starters for students to develop simple and complex sentences or phrase responses about key details in a text or investigation. ❖ Example: I believe _____. The solution to this problem is _____. I know this because _____. • Use text with picture support for students to elaborate on newly acquired knowledge. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</p>	<ul style="list-style-type: none"> • Explicitly model orally the academic language and specific vocabulary required for taking informed action. • Provide a system for students to record and process key academic and content-specific vocabulary. • Explicit attention to cognates. • Provide key academic vocabulary during the inquiry process. • Provide language frames and question starters for students to develop complex questions and paragraph responses about key details in a text or investigation. ❖ Example: I believe _____. The solution to this problem is _____. I know this because _____. Therefore, _____. • Use text with picture support for students to elaborate on newly acquired knowledge. • Use anchor charts to support periodic tracking of group’s collaborative sense-making. • Provide a dialogue structure: My turn/ your turn; Partner A/Partner B; Collaborative groups. <p>(NEPF-IP. 1.3; 2.1; 2.2; 2.3; 3.3.; 3.4; 4.1; 4.3; 5.3)</p>

Section 3B: Social Studies Disciplinary Practices (continued)

Practice 6b: Taking Informed Action – Success Criteria

Success Criteria: How will students be able to **communicate or demonstrate** their learning of language and content in at **different language proficiency levels**? Examples:

<p>Entering/Emerging (Levels 1-2)</p>	<p>Developing/Expanding (Levels 3-4)</p>	<p>Bridging/Reaching (Levels 5-6)</p>
<p>Success Criteria</p> <p>Third Grade</p> <p>Students will be able to list and discuss group or individual action to help address local, regional, and or global problems, using simple and complex sentence frames.</p> <p>Students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports.</p> <p>Fourth Grade</p> <p>Students will be able to list and discuss group or individual action to help address local or regional problems using simple sentence frames and visual supports.</p> <p>Students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports.</p>	<p>Success Criteria</p> <p>Third Grade</p> <p>Students will be able to list and discuss group or individual action to help address local, regional, and or global problems, using simple and complex sentence frames.</p> <p>Students will be able to use deliberative and democratic procedures to take action about an issue, using simple and complex sentence frames.</p> <p>Fourth Grade</p> <p>Students will be able to list and discuss group or individual action to help address local or regional problems using simple sentence frames and visual supports.</p> <p>Students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports.</p>	<p>Success Criteria</p> <p>Third Grade</p> <p>Students will be able to list and discuss group or individual action to help address local, regional, and or global problems, using supports as needed.</p> <p>Students will be able to use deliberative and democratic procedures to take action about an issue, using supports as needed.</p> <p>Fourth Grade</p> <p>Students will be able to list and discuss group or individual action to help address local or regional problems, using simple sentence frames and visual supports as needed.</p> <p>Students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports as needed.</p>

ELD STANDARDS FRAMEWORK FOR DEVELOPING THE LANGUAGE OF SOCIAL STUDIES GRADES 3-5

Entering/Emerging (Levels 1-2)	Developing/Expanding (Levels 3-4)	Bridging/Reaching (Levels 5-6)
<p>Success Criteria</p> <p>Fifth Grade</p> <p>Students will be able to list and discuss group or individual action to help address local, regional, and or national problems using simple sentence frames and visual supports.</p> <p>Students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports.</p> <p>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</p>	<p>Success Criteria</p> <p>Fifth Grade</p> <p>Students will be able to list and discuss group or individual action to help address local, regional, and or national problems, using simple sentence frames and visual supports.</p> <p>Students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports.</p> <p>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</p>	<p>Success Criteria</p> <p>Fifth Grade</p> <p>Students will be able to list and discuss group or individual action to help address local, regional, and or national problems, using simple sentence frames and visual supports as needed.</p> <p>Students will be able to use deliberative and democratic procedures to take action about an issue, using simple sentence frames and visual supports as needed.</p> <p>(NEPF-IP.1.3; 2.3; 3.3; 3.4; 5.2)</p>